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CLAIMS OF ENGLISH GRAMMAR IN COMMON SCHOOLS.

[At the meeting of the National Teachers' Association, held at Cleveland, Prof. J. H. Blodgett, of Rockford, Ill., read a paper on "Claims of English Grammar in Common Schools." The reading of this paper was followed by a discussion which was participated in by men who have had much experience in teaching language.

We think there is quite a general dissatisfaction in regard to the present methods of teaching the English language, but no well defined substitutes for them have been presented to the public.

The subject of "language lessons" is receiving much attention from our best teachers. In some cities, as Cincinnati and Cleveland, quite full instructions are given to teachers, the subjects assigned, and the work graded in the "Course of Study." In other places language lessons are required, but the requirements are so little comprehended by the teachers that the results are not worth mention.

We give our readers a report of the discussion on the paper referred to.]

Hon. B. C. Hobbs, of Indiana. I feel that there is no subject that ought to claim our attention more than the one which is now before the Association. I think there is no one department of education, from the common school to the academy, college and university, that is neglected more than the culture of our own language. THOMAS SMITH GRIMKE has justly remarked that "language is the greatest gift of God to man."

What I want to impress on the Convention, is the importance of making the work of teaching language more practical. We are doing an important work in our schools in

teaching the science of language—for grammar is the science of language—but what are we doing with regard to making that science of practical importance to us? I can't see that we have approached the important duty of the teacher until we apply the principles of the science in the teaching of them. For instance, in a class in mathematics it is found that the answer is not clothed in grammatical terms. The student ought to be required by the teacher of mathematics to correct his language so that it shall make good English sentences whilst he is making his answer to the problem. Thus I would have it in geography, in history, in everything, in connection with school work; that there should be a careful attention given to the expression of the student. If a sentence is not well constructed, let it be re-made until the idea shall come out in proper words. I think that one of the important results of object teaching will be found in the fact that the system is training the mind to express ideas in correct language, selecting the proper word to fit the thought.

DIMOND, in his moral philosophy, teaches the doctrine that the study of grammar will not be necessary where education reaches its proper results, because education will bring up the child in the way he should go. He will have accomplished all that grammar will accomplish. The objects of grammar will be secured by practice. I think there is a fallacy in this doctrine, because although we have the practice, we must have with it the law: so that it is just as important for him who would teach or learn grammar or use language to know what the language is, as it is for the chemist to have tests in his laboratory and to know how to apply them.

Miss Edine Howard, of New York. DAVID B. SCOTT, than whom no teacher in our city has paid more attention to grammar, said a few weeks ago in our Saturday Normal class, "Give me a class of children of twelve years of age, two years, and I can teach them the use of language better by giving them a good piece of poetry or English prose suited to their understanding, to commit to memory; I can teach them more of the use of language in that time than I

ever could by teaching them rules of grammar." I am pursuing this course exactly with my German class with the greatest success ; using no text-books at all, but charts and teaching them to write German script on the black-board. Then I give them German poetry. I examined my class under the supervision of Mr. KISSELL, and he told me that they surpassed anything he ever saw. I know of no persons who can use language better than actors, though uneducated ; because they are so accustomed to commit the language of the best authors that they can't speak or write wrongly. Such persons can write better letters than those who are not accustomed to this exercise can, with all the grammar in the world.

Mr. Hobbs asked, how the lady would teach such a person as himself who can not commit a line of poetry.

Mr. Richards, of Washington. I think there is one thing lost sight of in teaching grammar or language. That is, that the use of language is a habit. Although I am in favor of pursuing the study of the language scientifically and thoroughly, and I say every scholar should understand fully the science of language ; yet all the science and all the rules will not make a person master of the language that we use, except he becomes master of it by habit. I say the same thing of almost every other branch of education. The training is worth very little if the knowledge gained does not become a habit.

Let us begin with the child whenever he begins to use language and teach him to express himself correctly from the very commencement ; and especially if you will carry out the idea I alluded to in my first remarks, that the child is to be shown that every change in the form of a word changes the meaning of a word, and every new word changes the meaning of the sentence, then the child will soon become familiar with the use of language.

President Hartshorn, of Mt. Union College. I remember reading some years ago the outline of a lecture delivered in Cincinnati by a distinguished teacher, commencing thus : "Reason, language and religion are the greatest and best gifts of God to man." At that time I questioned the truth

of the remark, although he fortified it by saying that any two of these without the third would be useless. Reason without language or without religion would be useless; and religion without the other two would be useless. From this lecture, delivered by ALEXANDER CAMPBELL twenty-six years ago, I was led to examine a little further; and I wish to illustrate this remark by another one which I got from JOHN RUSKIN. In looking over his works I found an illustration like this: in teaching language we must proceed on the same principle we do in teaching other things; first by the objects themselves. As, if I would teach a pupil what is a hat, the best way is to let him see the hat and handle it and test its properties. And thus of other objects with which he can be brought in contact by his senses. When he has thus tested the objects, put them away and resort to maps, pictures, paintings and everything by which you can illustrate those objects in their various forms and properties. Then he proceeded to the subject at hand now, word-painting, word-drawing, or that process by which we bring to the mind the object itself by means of words, in other words, to bring vividly before the mind clear perceptions of things and their relations, whether they be concrete or abstract, by means of language. He then proceeded to analyze language by commencing with a word which simply stands for an object; then a word that asserts something of that object; then the word that will assume some modification of that name; and then a word to supply the place of names, and by this he gets all the groupings of words in the English or in any ancient or modern language. Afterwards he treats of their offices. He would not group them by the form of the word at all, but simply by its office in the sentence.

When the teacher would teach grammar he must carry out the idea of the paper on this subject; that is, he must teach the use and offices of these words. By pursuing this method without a text-book, (and I would not discard text-books; they are the tools and the teacher should use good ones) the teacher is enabled so to impress these lessons upon the mind that they will become a living reality and

the lesson will never be forgotten. The great thing is the discipline and the development. But few subjects have, perhaps, more of the disciplinary character than language when it is taught in the light of the elemental principles. And when you come up to the higher elements of thought as JOHN RUSKIN says—and I regard him as one of the best practical teachers of the age—when you would teach language you must run into the details and minutæ of it as a painter would run into the details of his art. You must study the leading thought, the design of the painting. And now you must adopt means to the end, examine carefully, analytically and logically the words you employ. The object of words is simply to express thought, emotion or feeling and volition. If the language be turbid or obscure you can not clearly see the thought of the speaker. If the painting of the artist be defective you can't see the design of it. What is the sentence however eloquently constructed, what is the section or indeed the volume of truths however beautiful they may be, if you cannot look clearly through it to something expressed and see what stand out prominently? Whether we study language for the purpose of reasoning as in logic, or of convincing and persuading as in rhetoric, or for any other purpose, we must look beyond the words, to the thing expressed.

James Johonnot, Esq., of New York. I wish at the outset to make a distinction between grammar and language, for they have been confounded in much of the discussion here. While I believe that the study and especially the use of language is one of the most important that can be brought before the minds of the pupils in all grades of schools, indeed I believe it is so important that it should take one-half of the school life from the time of commencing till graduation—I believe that grammar as it is ordinarily taught in schools is a nuisance. I think, sir, it is neither a good discipline nor is it useful as a means of intelligence. We look through an English grammar and find one of its definitions: "It is a means by which we learn to read, write and speak the English language correctly."

That definition is not true. I will state these things in a sort of dogmatic way as I must hurry along. Of all edu-

cated classes in the community, teachers understand technical grammar the best, and they understand the language in speaking and writing, the least of any educated class. I have been investigating that subject and I believe it to be true. I believe they make more mistakes in their speeches before our conventions and in their ordinary intercourse and in their letters than any other educated class in the community.

In regard to grammar's being an excellent thing for developing the mind, to be sure it is. But what part of the school course should it occupy? I hold that the study of grammar appeals to the higher mental faculties. It is the most abstruse and difficult of the subjects presented in our schools. It should be left for the last part of the course. We commence our school course by taking such things as mainly appeal to the penetration. We leave the education of the reasoning faculties to a more advanced age. Grammar, appealing mainly to the reasoning faculties, is in the majority of schools introduced from the age of eight to twelve; I believe there are no schools that can be benefitted by grammar at that age.

President McGuffey, of the University of Virginia. I agree with the gentleman who last spoke, that grammar should be the last study of an education, whether a common school or a university education. I am a thorough convert sir, to object teaching, but I want to have the object very frequently one which you can't hear, nor see, nor smell. It is a thing that you think about and you must put that idea before the mind of the pupil before he can make a sound language at all. Now, sir, as a gentleman said a moment ago, language is not grammar. The grammarian takes the language as the laws of man's thought have made it, and he makes a grammar out of that, according to the usages that the nation employs whose language he cultivates. Now, sir, if I had my way, I would put grammar after mental philosophy, logic, rhetoric and moral philosophy. Let it be the last thing.

In object teaching where objects are brought before the eye, it is not necessary that the pupil should understand

optics, but only as the teacher does understand optics to a very considerable degree can he place the object in its proper light to be seen by the eye. There is where grammar ought to be taught. The best speakers are those perhaps who have paid the least attention to technical grammar. Let me give an instance, "He is the younger of the two;" "He is the wiser of the two," and a great deal of pedantry of the kind. What does this mean? If the class consists of two, it is pedantry to say the better of the two, or the wiser of the two; he is the best of the two, the wisest of the two.

Let me ask the attention of the audience to a definition in our grammars—I never expect to make one—What is a vowel? A simple sound. Very well. What is a consonant? It is a sound that cannot be sounded without the aid of a vowel, because a vowel is the only sound the voice can make. The very name consonant is a contradiction. B has not a consonant sound. If you take long e you can make b's out of it. It will crush out the old notion too, that good articulation consists in giving the vowels their sounds. It consists in no such thing. It consists in making good shaped consonants like new coined half dollars—if you remember having seen any such. (Laughter.) Do that with your consonants and every word you say, and you will have a distinctness like that we had in the songs a while ago. Most persons sing in an unknown tongue to me. But when they articulate distinctly you get the words in distinct new tones.

We can't expect everybody that ought to talk correctly to go to colleges and academies, and there is no need of it. One of the best writers in the English language I have ever known, BEN. DRAKE, of Cincinnati, could not parse one sentence; he could'nt give a definition of an adjective, or noun, or adverb; and yet in that man's writings you would hardly ever discover a mistake, because he used classical authors. GARRICK said that the man who went to the dictionary for the meaning of words was a fool. You can't get it from the dictionaries; JOHNSON'S was the best, where he gave quotations to show the use. You must have a con-

cordance, not a dictionary. Hence the folly of undertaking to learn by definitions. Committing the dictionary is the most savage kind of employment ever imposed upon children in a school.

President Hagar. Mr. JOHONNOT has made a statement that our friends ought to answer or they should change their mode of teaching. If the teaching of English grammar is a nuisance, many of us are *particeps criminis*, and the nuisance should be abated.

S. H. White, of Peoria, Illinois. I would call the attention of the audience to the fact that our President is one who doesn't believe in what Mr. JOHONNOT has said and therefore I call for him.

Prof. C. S. Pennel. I have thought that teachers in our debates in the associations incline to run to extremes. Here we have no corporal punishment; it must be prohibited. And then we have five thousand cases of corporal punishment reported in a little town in one year. I believe that the best way is to have it between those two extremes, neither prohibited nor used too much.

Again that schools should use no text-books—none at all says one earnest teacher. He succeeds well on his system. Another says all text-books; and he succeeds well because he is earnest. Truth lies between the two. We can begin without text-books in grammar; but there is a place for the text-book in the language, and it is best to have it. I shall not stop to give reasons for it. If I could have text-books just as I want them, I would have most of the subjects left to the teacher to be presented orally and explained fully before the pupil, and then a brief statement of what is in the text-book, that the pupil may refer to it and commit it to memory, and save it so that the teacher's instruction shall not be like water spilled, that cannot be gathered up, as a large part of oral instruction is. The best instruction for the individual child is individual instruction; that which finds out on the part of the teacher, just what the pupil wants and gives instruction which suits that pupil's wants.

I will allude to what Mr. HOBBS, of Indiana, said in relation to the study of the classics. There is an implied com-

parison between the study of the classics and the English which I don't like. As if there was some antagonism between the study of the classics and the study of the English. I don't agree with that view. I once made an investigation in regard to the relation our language sustains to the Latin and Greek. From the cursory examination I made, I came to the conclusion that about nineteen-thirtieths of our words are derived directly or indirectly from the Latin and Greek. Twenty-five years ago I heard Mr. ROGERS, a distinguished lawyer of this state, say that he never studied English grammar in his life and yet he was a good speaker. He had a fair knowledge of the Latin and understood the nature of words, and the laws of usage are such that any mature mind will readily accept and apply them. I see no reason why we should not attempt the work even in the primary schools. There was a definition that my friend over the way made; that there is a difference between language and grammar. By grammar proper I understand those principles of good usage which it has made for us to teach relating to those errors that prevail in society. We may study etymology more and more; we may study orthography more and more until we reach down to all the absurdities connected with it, and yet we may not know much more about English grammar than before. My idea is that in the common school we ought to teach just so much of grammar as relates to the proper use of language. Whatever is not connected legitimately with giving a knowledge of the English language to the pupils, ought not to be brought into the school; but within that limit I would be in favor of introducing the study of grammar into our primary schools and into our grammar schools and higher schools. And I would prosecute it in the college until all are able to use the language in its best style.

Mr. W. E. Crosby, of Iowa. I have devoted a large part of the small hours of the night, during the past year to the study of this subject. I believe there may be a solution of this problem if we follow nature's suggestions. There is a division of the question—the practical uses of language and the scientific study of language. We must

have both, but must have them in their proper order and at the proper time. Now with regard to the subject of color, we do not study scientifically to begin with. We become acquainted with the various colors in nature—become familiar with them and they become a part of our every-day knowledge at first, and then we enter upon the study scientifically. So it is with every other branch of knowledge. We use language as soon as we enter life almost. We should use it correctly, that is, language should express properly and precisely the thoughts of the mind. Now sir, language as a science is one of the most difficult, and we cannot expect to begin the study of it as a science as soon as we can the use of language. There must also be some times in the progress of culture—the progress of the education of the mind—a period when the science will be studied for discipline. And it seems to me that one of the most important questions to be decided in this whole matter is just about where to begin the study as a science.

Now I will briefly state the ideas that have passed through my mind in the past year. We have given practical language lessons without reference to scientific terms, carefully avoiding them, until we reach, say the fifth or sixth year in school, about the last year of the intermediate school—not as understood in Cincinnati, but the grades coming just before the Grammar proper. Then we devote one or two years, as may be necessary to the teaching of Grammar orally. This involves a review, of course, in the use of language; it involves the teaching of terms, but they are not taught in a formal manner; they are not required to be committed to memory until they have become used to the more important terms. Then the last year of school take the study of grammar as a science and continue it. Now sir, it seems to me there should be no year, no term, no day throughout the entire course of study from the time the child enters school until he graduates at the university in which there should not be a portion of time devoted to language, either as a practice or as a science.

Hon. B. C. Hobbs, of Indiana. I want to make an explanation as I was understood to depreciate the Latin

and Greek. I was not comparing their merits, but remarked that when applied to their use in teaching to speak the English, that they fail of their mission. While they are studied as a help to the English, and do not form habits of correct spelling, pronunciation, etc., they do not accomplish what we might expect; that is the way in which I wanted to be understood. Whenever a translation is made from the Greek into English let it be made in classical English, and with the same precision as the Greek itself, and when the English into Greek let it be with the same kind of care.

Mr. Johonnot. Mr. CROSBY has said that practical, technical grammar should come in about the seventh or eighth year. I would place it along a year or two further. I see no objections to grammar at that time. But the practice is to introduce scientific grammar, of which he is speaking, into our schools from the age of six to twelve. It is that kind of study I designate as a nuisance. First, it does not accomplish what it pretends. The children ask a knowledge of language and you have given them grammar, which is not a knowledge of language. They have asked for bread and you have given them a stone. Second, it is taking away the things that belong to that age and stage of development. You are absolutely robbing the children of things that ought to come in them. It requires a maturity of thought they don't possess at that time.

MENTAL COMBINATIONS. No. 2.

By Miss EMMA GOLDTHWAITE.

The July number of our JOURNAL was perhaps an unfortunate one in which to make a plea for Mental Combinations and to urge the teachers of our State to introduce them into their schools, coming as it did just before the summer vacation. But now that another year's work is before us, and both teachers and pupils are, we trust, invigorated by rest and recreation, I will venture once again to call your attention to this subject and add a few suggestions which may aid in making the exercise more effective in accom-

plishing the desired result. This is not attained when your pupils can with rapidity follow your quickly uttered combinations and give you the correct answer immediately. Only when you have so trained them under your care, that their mental powers are quickened and they have full control of the faculties of the mind, have you achieved the highest object of this drill. When it becomes such a training, its value cannot be over-estimated.

The introductory exercise suggested in the former article, can be raised indefinitely, and each teacher must originate such new ones as she sees to be best adapted to the wants of her pupils.

Adding quantities as the teacher dictates, forms a useful drill, which I omitted to mention. The eye not being aided by seeing the numbers to be united, the answer obtained must be the result of an instantaneous operation.

After having given separate drills in the different fundamental principles of Arithmetic, various combinations of these, with the added processes of Involution and Evolution, form intensely interesting and profitable practice.

Let me illustrate by an example: To eight add six, multiply by two, divide by seven, square the number, multiply by four, extract the square root, add one, divide by three. Result, three.

The variety of these examples is of course unlimited. This must always, I think, be an oral exercise, as it would allow too much time to the pupils for performing the operations, were they to be expressed upon the board. By a little practice, wonderful promptness and vigor of the mind may be acquired.

In order to aid in the performance of operations which would be somewhat difficult to accomplish mentally, we have a series of contractions, each one formed from experiment, but depending upon Arithmetical principles.

I will give a few of these, to show how easily they may be formed by any teacher interested enough to attempt them.

A very convenient contraction and one which finely illustrates the method of forming them, is the multiplication of

a number whose unit figure is five by itself, or squaring such numbers as twenty-five, thirty-five, etc. We will take the number forty-five and in the ordinary manner multiply it by itself, reserving the partial results.

45	By carefully observing the various multiplications, you will see that in our result, 2025 we have, first, the product of five units by five units, or the square of the unit figure. We also have the product of four tens by four tens, or the square of the tens figure. But more than this, we have the tens figure multiplied by the units figure twice. Multiplying the tens figure by five units twice, is the same as multiplying it by one ten. Therefore our tens figure four is not only multiplied by itself, as we have seen, but by one additional ten, or by five tens, which is the next higher number of tens than four tens. This we make use of in forming our contraction, so our rule reads thus :
45	
—	
25 units.	
{ 20 tens.	
{ 20 tens.	
16 hundreds.	
—	
2025.	

Multiply the tens figure by the next higher number of tens and to this add the square of the unit figure.

Examples:— $35^2 = 1225$, $25^2 = 625$.

Another contraction, formed directly from this, is that for squaring any mixed number, whose fraction is one-half; as to square $6\frac{1}{2}$, $12\frac{1}{2}$, etc.

If we express the mixed number $6\frac{1}{2}$ decimally, it will read 6.5, and the method just given for squaring a number of units, will apply for units of any denomination. The square of 6.5 equals 42.25. Then changing the decimal part to a fractional form and reducing to lowest terms, we find the square of $6\frac{1}{2}$ to be $42\frac{1}{4}$.

RULE:—Multiply the whole number by the next higher whole number and add the square of the fraction.

Varying somewhat from this, is a contraction for multiplying two numbers together whose unit figures are five, the difference between the two being ten. As, to multiply forty-five by fifty-five, $55 = 50 + 5$ and $45 = \text{fifty} - 5$. We have here the sum of 50 and 5 to be multiplied by the difference between 50 and 5. The product of the sum and

difference of two quantities is equal to the difference of their squares, can easily be proved, showing our result to be, $2500 - 25 = 2475$.

RULE:—Square the higher number of tens and subtract from it the square of the units.

Similar to this is the contraction for multiplying $6\frac{1}{2}$ by $7\frac{1}{2}$, which will equal $48\frac{1}{4}$.

RULE:—Square the higher whole number and from it subtract the square of the fraction.

One more simple contraction which a little child could use, is that for multiplying a number of two places by eleven. Perform the operation and compare the answer with the number multiplied, you will find the very simple rule to be,—place the sum of the digits between the digits.

These are only a few of the many useful contractions which each teacher may easily form for himself. Their chief merit, it seems to me, is in the fact that they are so very simple and easily performed. Many contractions which we hear of and find in text-books are more difficult than the actual operation.

In closing, let me say for the encouragement of those who feel they cannot give them, that it is an easy thing to do. You can conduct an exercise yourself much more easily than you could follow an exercise given by another; and the lasting benefit to your pupils, together with their rapid improvement and the pleasure they will take in the drill, will more than repay you for the little annoyance it may be to you at first.

HOW CAN CHILDREN BE TAUGHT TO READ NATURALLY?

That there are few good readers, even among well-educated people, is a fact too plain to need proof. This need not be so. We allow bad elocution, and indeed by our clumsy methods almost necessitate it, during the first half-dozen of the school years of most children. Only now and then does a child become a natural, easy, forcible reader after these years of mal-practice.

A few suggestions, the result of a good deal of study on this matter, may be acceptable to your readers. The rule of never doing, if we can help it, more than one thing at a time, is important here. In good reading there are several distinct processes, each of which is full of difficulty for an untrained person.

First. In order that a sentence may be uttered well, it should be in the mind before speech begins. This involves word recognition in reading, for one thing, and for another, understanding of the meaning of every word, and again of the power of words in their relations. No one can read a sentence well who cannot recognize every word strictly at sight, and take in the whole, without conscious effort, by a glance of the eye several times more rapid than ordinary utterance. This should not involve any labor which will distract the mind from attending to the meaning of the sentence and its relations to the whole passage.

By some means the child must be made familiar with the appearance to the eye of every word in the lesson before he attempts to read it. Besides this it will be requisite that the words are all understood, and that the ideas contained in the sentence are not too difficult for his comprehension, and are ideas which will interest him. Also, of course, involved syntax, and long periods, no matter how delicately balanced and forcible, are to be discarded.

All this is evident enough, but how can we realize it? Especially how can we make it certain that when the child first comes to the reading of the piece, he shall be able to recognize every word at sight as readily as an adult, so that his whole mind may have the necessary freedom to concentrate itself upon *expression*? The methods of securing this will depend very much upon the teacher, the number of scholars, the closeness of application, etc.

With plenty of blackboard space this plan may do for young scholars: Mark all the words in the lesson likely to be at all unfamiliar. Let an older scholar print these upon the board. Let the class copy on their slates as many as five times, allowing when practicable exchange of slates for criticism, or getting the criticism from older scholars.

Then in class these words can be vociferated, using the blackboard as a tablet in any of the ways recommended in the "Word-method" Reader.

Another useful drill is to have the entire piece read ten or twenty times backward, pronouncing the words with the falling inflection to avoid tendency to suspend the voice in a drawling way while the scholar is deciding what is the next word.

A useful variation in school readers would be to have all the words of a lesson printed in broken order for practice in word calling, before reading. There is no trouble, if the teacher is ingenious and knows how (in mixed schools) to use older scholars in the merely mechanical part of preparing a class to read a piece, in rendering all this drill interesting. By this great amount of exercise in printing, there is gained too, a practical acquaintance with the spelling of words which nothing else perhaps will give.

When by these or any other methods the pupil can recognize at sight any word in the lesson as quickly as an adult, he is prepared to *hear* the piece read by the teacher and discussed, if discussion is necessary. Words may need to be explained, sentences unravelled, allusions explained, etc. This must be done by the teacher, and if she is not bright and apt, just here is where she will be likely to fail. It *may* be made very interesting and profitable. Topics suggested by this discussion may *very profitably*, even with primary scholars, as I know by careful experiment, be assigned as subjects for printed compositions.

Second. Articulation must have a good deal of attention by itself. The pupil should be able to utter any combination of sounds he may meet in the piece with tolerable clearness, before he attempts reading it. The methods of securing this are various. Spelling by sounds ought to be practiced until any combination of vocal elements can be analyzed accurately and readily. Some of the best sound-spellers I have ever had, have been very young. Two or three minutes spent at each recitation in articulation exercises, will work wonders. Among the best of these, if not used too exclusively, and if care is taken to avoid the

formation of tones too far back in the throat, is simultaneous declamation after the teacher, of familiar pieces of sentences, uttering the vowels alone. Apt older scholars can conduct an exercise of this kind for younger ones.

Third. At this stage, and not before the class are prepared to read, they should be trained to decide, at the rhetorical pauses, how much of what follows is necessary to make sense, or to be uttered before another rhetorical pause. (Of course no such big *words* need be used with young scholars, but he needs, and in all his ordinary speech uses, a very distinct conception of the thing.) If the syntax of the piece is simple enough, there will rarely be difficulty. But he must always know what he is going to say before he says it.

As to the shades of inflection, etc., most scholars will be the constant instructors of the teacher. If they *from the first* only utter that which is so familiar as to be thoroughly their own, and if they are always encouraged to utter it just as they would if they were saying it of themselves, the majority of children will be a constant surprise to the teacher by the purity and justness of their expression. And she is not fit for her work if she does not get many valuable hints in elocution by teaching children thus.

It will no doubt be objected that progress through the book will be slow. It will not be a bit too slow. The bane of reading generally is too early advance into reading matter which is beyond the child. If this advance can be checked, and yet the child be kept happy and busy, there will be great gain in a slower rate in getting through the book. A great advantage of early and constant printing and writing of reading lessons, is that it supersedes the spelling book. Enough time is wasted in separate spelling exercises in most schools, to master French or German, and spelling is not well learned at that. There will never be any bad spelling among scholars trained as above recommended; that is if they from the first correct each other's work, marking bad spelling as well as other inaccuracies.—*S. W. Powell, in Wisconsin Journal of Education.*

THE FIRST DECADE OF LIFE.

*By JOSEPHINE CRYER.

The writer of *David Copperfield* introduces his hero with the brief words: "I am born." This announcement, in its full import, means not simply that a human body had received the impulses of our earthly life, but that a living soul had been set on its throne in that body. Our souls, however, during earliest infancy, are, we believe, irresponsible rulers,—hence the parental regency under which they are at first placed. Curiously enough, we find in later days, that it is impossible for our memories to recall a single event that occurred during the first year of our earthly existence, yet we infer with assurance that our eyes must have been *soul-kindled*, even when they first opened to the light of this world. How soon does this higher principle of life begin to manifest itself to the mother, and what a glorious privilege do those parents who are fully aware of their duties, esteem the training of an immortal soul for its life work here and the boundless hereafter. How often are our hearts saddened when we witness the careless and indifferent training which many children receive, and we note the results of this in after life. A farmer has choice seed to plant. He selects the ground with great care, laboriously prepares the soil and plants with his own hand. He only asks as a reward of his labor, a goodly increase of the seed which he has planted. Would that the mothers of the present generation understood as well how to cultivate the precious seed of truth in the hearts of their little ones. The mother, to the child the ideal of everything noble and loving, stands in a most responsible position; and what an inspiration does nature kindle within her soul to make every influence about her darling one redolent of all that is wholesome and true. The mother at play with her child in the nursery gave to Frœbel's mind the model for the Kindergarten system of instruction, and he by this system has shown to her how she may increase in efficacy

* Read at graduating exercises State Normal School, New Britain, July 7, 1871.

tenfold the instruction given by her to the child. This great master teaches that at the early age of three the child may profitably be sent to school. In the Kindergarten, however, instead of text-books, materials for work are given him which the teacher shows him how to use with care and method. With these he learns the elements of many branches of study and also the first steps in trades and artistic pursuits. This system designs to train the eye and endow it early in life with the power and habit of close observation. With the eye the hand also is trained. The innate love of activity which the child has, may become one of the chief agents in its instruction. When we learn to train normally, we shall train efficiently. Our prisons and reform schools are but the acknowledgements in brick and stone, of our past errors in the nurture of our youth.

When we are wise enough to train the twigs in the right direction, we shall not need to furnish means to wrench back and straighten the crooked trees. The advocates of this new system claim for it great merits, and we need not think them exaggerated, for they stand the test of experience; but so long as these schools remain private, we can expect them to be of but little practical benefit to us. It is only as a part of our public school system that the Kindergarten can become of real importance to us. A child that has been educated by this system, is, at the age of seven ready to enter the primary school. There the rudiments of science should be taught him, so that, if he is able to continue his studies, the foundation principles will be laid in early years, and if he never receives more instruction than that given before he is ten years old, of how much practical benefit will the knowledge he has be to him. In order that this information may be wisely and judiciously given, we see the necessity of having primary schools taught by the most thoroughly educated teachers, and this important fact cannot be learned too quickly. Mothers, can you hear such grand ideas as the system we have been noticing advances, relating to the education of the young, and not feel that you must give your children the benefit of some of these practical views? What mother will not save her

children from the bitter and unavailing regrets in the future, for the deficiencies in early training, by earnestly striving to aid them, while young, to gain all those things which will be needed so much, later in life? The first ten years of life. Who has not realized, as each succeeding decade passes away, that the *first* was the happiest one of all?

"Visions of childhood! Stay, O stay!

Ye were so sweet and wild!

And distant voices seemed to say,

'It cannot be! They pass away;

Other themes demand thy lay;'

Thou art no more a child."

That these golden years may be filled with only such instruction as may reap a rich harvest, should be the desire of every teacher who is striving to fulfil her duties in the best possible manner.

SPELLING.

Methods: Second Reader Pupils.

The pupils, having been taught to write, and exercised in copying from the board, are now ready to copy from the book. We assign a short section of the reading lesson, and have it written upon the slates.

The first effort is almost sure to appear in an uncouth shape. We point out the errors, and encourage them to try again. When the form is satisfactory, we are ready to correct the spelling. With a damp sponge, we erase all the words which are correctly spelled, leaving only the mistakes. We have three grades: First rates—no mistakes, marked, one hundred; second rates—one or two mistakes, marked 95 or 90; and third rates—more than two mistakes. As we correct, we place the grades in different piles. We usually have pupils able to do this work of examining and grading.

We now announce the number of "first rates," and pass the slates back to their owners with a cordial approval. We are then ready for the "second rates"; we call each pupil, and point out his mistakes—show him that his spell-

ing differs from that in the book, and ask him to go to his seat and correct the error by writing the word several times, separately, and reuniting the sentence in which it occurs. The errors of the "third rates" are treated in the same way, but with more care and patience. Each word missed is written many times, to fix it in the memory, to familiarize the pupil with written forms, and, most important of all, to cultivate careful, steady habits. We frequently require the words missed to be written five or ten times, and yet we do not command this as a penalty. A request is enough. Genuine work is *free* work. The pupil's mind loves freedom above all things. [This is an original discovery—patent applied for.] We can have more and far better work done without compulsion than with it.

By such careful, kind, and patient labors as these do we overcome the heedlessness of our pupils and familiarize them with the use of writing. After a time, several paragraphs may be assigned and read from the slates, encouraging fluency and excellence in style.

When the pupils can read their own writing well, let them change slates and read the lesson. Let this be some times practiced in concert. Pupils should be taught to read writing as fluently and expressively as print. This has been neglected in our schools, but it is not only desirable for its practical usefulness, but it gives exactly the kind of culture necessary to the accomplished speller.

So far, let it be observed, we have been dealing with the forms of words, as occurring in sentences. We divest spelling of its dry and technical character. Hence we do not deal with disconnected words in columns, but with sentences. When the pupil has been familiarized with the written forms of some of the most common words found in the reader, he is ready to put his knowledge into use, and, in so doing, to learn the need of more knowledge. Let him tell his teacher something, construct some simple sentence, and then write it down. He thus finds use for the spelling, and learns the need of more.

Now is the teacher's opportunity—the child wishes to express himself in writing, and can not do it for lack of

knowledge. Now we teach him to spell the word, and our teaching is effective because opportune. It comes at the right time. We must have hunger before food. Not until we have taught the child the use of spelling by these exercises is the time for formal and technical exercises on columns of spelling. The columns in the reader are our review spelling lessons, the hard words to which we wish to call special attention. It is better not to use them as written spelling lessons till the book is reviewed. Previous to that, we use them in teaching reading, pronouncing them at sight, spelling orally "on the book," etc. At the first reading, it is better to have the spelling lessons paragraphs from the reading lessons, but afterward we may use the columns as drills. We have each word thrice written in succession and brought to class. After cursory examination of slates, we have the words erased, and dictate the lesson of yesterday. After examination and correction, we spell day-before-yesterday's lesson orally. The copying thrice from the book is to teach the children the spelling, the writing from dictation is an examination into what he has learned, and the oral spelling is a review.

It is evident that there should be an interval between these processes of learning, examination, and review; one day is certainly short enough. To make spelling educative, to create a genuine, natural interest in it, and, at the same time, to furnish training and practice sufficient for the average pupil, is no easy problem. It may, however, be solved. We must combine the generous educative spirit of Pestalozzi with the practical shrewdness of the modern business man.—*W. Watkins, in National Teacher.*

A TALKING EXERCISE.

[Teachers should realize that language cannot be acquired alone by the study of a book called Grammar. Language lessons, exercises in composition, criticism of incorrect and inelegant expressions and frequent conversation exercises, are some of the means which should be employed. The *Indiana School Journal*, in a recent number, gives some excellent suggestions on how to conduct a "talking exercise." Good results can be secured by a similar exercise, as those teachers who have given it a fair trial will testify. We reprint the suggestions referred to.]

As this is a school-room exercise, it will usually be conducted by classes.

1. Assign a theme. (a) This theme must be within the comprehension of the class; (b) must be given beforehand so as to allow reflection.

2. The exercise may be at close of recitation, when time permits; otherwise it must be an independent exercise.

3. It need not occur at regular periods, like lessons, nor need it be of fixed length. Freedom in this is better than mere form.

4. Let the work be as nearly voluntary as possible, no member being called by teacher unless he or she positively declines to take part. In the latter case, the teacher may call the pupil, as in recitation.

5. If confusion arises, from several wishing to talk at the same time, let the recitation rules be applied, namely: the raising of the hand, and the designation of speaker by teacher.

6. In some cases, time of speaker will have to be limited; especially will this be the case after some skill is attained.

7. One speaker at a time, all others silent; and, as far as may be, attentive. One quality of good talking is good listening.

8. Each speaker to stop when he has done. When he commences moving in a circle, that is, repeating what he has already said, teacher should promptly stop him. When off the subject, the same rule applies. Many a long sermon or speech might be brought within reasonable length if some monitor dared to rise and say, "Sir, you have given that already;" or, "You are off the subject." Let children be taught to hold to the theme, and avoid repetitions. This will teach them to quit when done.

9. *Readiness of utterance.* Let the aim be to break up all hitching, clearing throat under pretense, merely waiting for a word or a thought.

10. *No repetition of words.* Let none say, *all—all men, have—have—have*—a desire for immortality. This is habit, and a very bad one; and it often mars the speech, otherwise interesting, of practiced speakers.

11. *Good language.* Appropriate words, so far as can be commanded, slang and coarse words all rejected. Good grammar, so far as pupils are acquainted with same.

12. *Clear enunciation.* No mouthing, no sputtering between the teeth, as if spitting sibilants in the face of an enemy.

Correct pronunciation. Teacher must be prompt and exacting in this. He must correct all, or refer to the class for correction. Correct pronunciation is a prime excellence. All should learn it.

Position. Confidence will be secured more easily by sitting. Many men fail to talk in public, because they have never learned to think on their legs. The fact of rising embarrasses them. After a short practice, the pupil rises. When this is done, we reach the department of attitude and gesticulation. The consideration of these is deferred to a later period.

15. *General Remarks.* (1) While this exercise should, in some sense, be recreation, the teacher will need all his skill. Careful preparation beforehand on the part of teacher is indispensable. (2) The writing of the theme on the board will help wandering minds to "stick to the text." (3) If half the above conditions could be learned, and practiced in after life, much improvement would be secured in conversation. This would be compensation sufficient, if the department of public speaking were never reached. (4) This exercise is practicable and interesting. Please try it.

WHAT A TEACHER SHOULD NOT DO:

Never speak in a scolding, fretful manner.

Never compare one child with another.

Never let your pupils see that they can vex you.

Never magnify small offenses.

Never punish when angry.

Never be late at school.

Never trust to another what you should do yourself.

EDITORIAL.

STATE TEACHERS' ASSOCIATION.

We publish, in another place, the programme of exercises for the annual meeting of the State Teachers' Association. As it is to be the twenty-fifth anniversary of the Association, unusual importance should be attached to this gathering of the teachers of Connecticut. We hope that there will come up to this meeting the best talent, and that wise and earnest men, and *women* too, will enter into council and discuss the important questions which concern the profession in this state. We hope to see present both the veterans and the earnest teachers of less experience ready to take part, and we trust that we shall have some outright and downright sharp discussions. The meeting at New Haven last year was a large and successful one, as was also the one at Hartford the year before, but each programme was too crowded, and many felt that there was too little time allowed for discussion. Several five minute speeches, after the reading of each paper or lecture, would add very much to the interest of the meeting and vitalize the organization itself.

There are many important subjects which should come up before the Association this year. One is, the revision of the constitution so that the scope of its work and influence may be increased to keep pace with the progress of education in this State. Another is, the increase of the number of officers to do the work of the Association. Another proper question to consider is, the time of holding the annual meeting. Many similar organizations now meet during the summer vacation. The practicability of it is well established. The American Institute has for many years held its meetings in July or August. The National Teachers' Association, The National Normal Association, The National Association of Superintendents, have never had their meetings at any other time. The Ohio Teachers' Association held its annual meeting this year at Sandusky, July 5th and 6th. It was largely attended and the addresses and discussions were of a high order. The Iowa Teacher's Association was held at Council Bluffs, Aug. 29, 30 and 31, and the meeting was a most successful one. The New York Teachers' Association was held at Lockport, in July. The Illinois Society of School Principals was held at Rockford, in July. Other instances are not wanting. If held in vacations a longer time might be taken for the meeting. More work could then be accomplished. At present all the business, reading of essays, lectures, discussions, etc., are crowded into a little more than one day.

The question of auxiliary and local teachers' organizations might be considered. So far as we are informed, there is but one teachers' organization in the state, and that is, State Teacher's Association. There are eight counties in the state and no county teachers' organization; there are ten cities in the state and no city teachers' organization. In this respect we are far behind even the new states of the great West. Everywhere in the West the force and energy in the profession is organized for improvement in methods and principles. It is the part of folly to glorify Connecticut and boast of what has been done during the last decade. What have we not done is a better question to propound. Is there life enough left to answer this question in one well constructed article for

the SCHOOL JOURNAL? How does our progress compare with any one of those states north of the Ohio and west of the Mississippi?

The question of State Teachers' Certificates ought to be considered by the Association and legislative action urged. If teaching is ever to rise to the dignity of a profession in this state, there should be a recognized standard of admission into it, and those who pass the required examination should receive a certificate as irrevocable as the lawyer's when admitted to the bar, or the M. D.'s degree.

Come up then to the meeting with well defined views on these and other important questions. Identify yourselves with those who are laboring, not only for their own improvement and the advancement of the profession, but for the highest good of our commonwealth.

NEW HAVEN HIGH SCHOOL BUILDING.

The ceremonies of "laying the corner stone" of the new High School building occurred Wednesday, October 4th, under the most favorable auspices. One thousand pupils from the upper grades in the public schools had been selected to furnish a part of the singing for the occasion. These were assembled at Music Hall, promptly at half-past one. After a short rehearsal, under the direction of Prof. B. Jepson, the line was formed, headed by Felsburg's band, and marched to the High School grounds, corner of Orange and Wall streets. Mr. J. D. Whitmore, sub-master of the High School, acted as chief marshal. Under his direction the line was formed, and the children marched to the grounds and seated on benches which had been constructed for the occasion. This was done with a regularity and precision which would have done credit to a regiment.

The exercises were opened with music from Felsburg's band, after which a very felicitous speech of introduction was made by ex-Mayor Sperry, President of the Board of Education. In opening, he pointed out the fact that the large number of scholars present represented but one-seventh part of the total public school population of New Haven, whose names were enrolled and about to be deposited in the corner stone. He spoke of the work attending the preparation and conducting to a successful issue of the High School project. The large assemblage present was a token of encouragement to the Board of Education to go forward in its oft times arduous labors. Every child might now, with reasonable effort, attain a good education, and free of charge, and might aspire to reach to the highest places. He would not boast of our school system, yet he would say that in economy of management, and the time given for the preparation of life's duties and the facilities therefor, our District was placed on an equality with the position of any other district in America, and the privileges extended were as free to all as the dews of heaven. He congratulated the assemblage that we were so near realizing in school opportunities what had been so long hoped for, and when rightly adjusted and faithfully carried out, the system would be a success and a credit to all present, and a credit to all connected with the enterprise. At the close of Mr. Sperry's remarks the band played, and then the children, under Mr. Jepson's leadership, sang a selection. Mr. Sperry then, in a very happy manner, introduced President Porter, as him who had been thought worthy to succeed Theodore D. Woolsey.

Pres. Porter congratulated all present that on this bright October afternoon was to occur the corner stone laying of the new High School, an event of such promise to the school interests of New Haven. Good as New Haven lower schools had been, no doubt as good as in any city, we yet had lacked a High School building fit for the purpose. In this our city had been far behind many other cities and even many large towns. Go west, and way off on the prairies, and in almost every town of twenty thousand inhabitants, the most conspicuous object is a High School building, the finest building in town. In this New Haven has been behind her natural rival Hartford, for in Hartford almost the first thing that meets the view as you enter the city by rail is her fine High School building. He was glad to have this building, glad that the scholars in the lower schools would have a chance to get a good education in the higher branches, such as would fit them for a higher circle and a wider influence in life. And he hoped the work would not stop here. The time was not far distant, he hoped, when New Haven would have a public library, like Boston. What a fine sight it was to see, on a school holiday, this Boston library filled with boys and girls from the schools, eagerly selecting volumes, and all free, no questions being asked, except if the applicant lived in the city of Boston. You could see thousands waiting for their turn, and scarcely a book was ever lost or not returned out of the great number drawn. Soon, he hoped, New Haven would have a similar institution. When he lived in Springfield he had charge of a library which numbered some six hundred volumes. They had nursed and helped it, and now it occupied a stately building, and the citizens every year cheerfully appropriated money to its support, to buy books which are to be open to all to finish the education of the public schools. The school was to be called the Hillhouse School. But before he spoke of Mr. Hillhouse, he would like to refer to Mr. John E. Lovell, the master who taught where this building is to stand, for thirty-five years. He was a pioneer of the Lancasterian system, and a most successful teacher. He remembered, when he was rector of the Hopkin's Grammar School, how well the boys who were trained in Mr. Lovell's evening school used to declaim. But who was Mr. Hillhouse, and why was the school to be named from him? He was a tall Indian looking man whom they called the Sachem. Perhaps it was from his looks, or because his ancestors came from an Indian village. He used, in fun, keep a tomahawk in his desk in the United States Senate, and to have it out occasionally to keep his opponents quiet. He did a great deal for New Haven. Every one who walks our streets has reason to thank him and make obeisance to his memory. He it was who planted these elms, and he who encouraged the leveling of our present green. He had sent his man to help the city plow it over, when the neighbors opposed to it told him not to go on or they would flog him. Mr. Hillhouse heard of it, and came down, and took hold of the plow himself and told him to drive on, and he did, unmolested. He was the author of many other improvements, and though the right hand man of Washington, he was not afraid to help build a road himself. We name the school from him for what he has done for New Haven, and through New Haven for the State and the world. It was he who when the public lands were set apart traveled over the West collecting the funds, and secured it for the public schools of the State. He recovered \$1,750,000 for a State school fund. And when a number of men from whom he had collected the money, offered him a present of five

or six thousand dollars as a token of their appreciation of his fairness, he gave it all to this fund. Hence we call this the Hillhouse School, and may it stand long to bestow its blessings and to keep in remembrance the name of him who did so much for the city and free schools in Connecticut, and through their example for free schools in the world.

When President Porter had closed, the Teutonia Maenner-Chor sang a German hymn in fine style, and then Mr. Horace Day, Clerk of the Board, read the following list of articles put into the box:

1. Bible.
2. Constitution of the United States and of Connecticut.
3. Annual school reports, 1850-70.
4. Report of the State Board of Education, 1861-71.
5. Laws of the State relating to education.
6. Blanks, etc., issued by the Board.
7. Specimens of cards, etc., issued by the Board.
8. Memorial of James Hillhouse, by Dr. Bacon.
9. Portraits of William Hillhouse, Dr. Bacon, Governor English, and President Porter.
10. City Directory for 1871.
11. Last City Year Book.
12. Goodwin's Legislative Statistics for 1871.
13. Printed Catalogues of pupils in the High School from 1859 to 1866.
14. CONNECTICUT SCHOOL JOURNAL for the current year.
15. Last number of all the city newspapers.
16. Catalogue of the High School.
17. Order of exercises of the present meeting.
18. Manuscript catalogues of the names, ages and the parents' names, and residences of the pupils in the public schools, October 3, 1871, numbering 7,245.

Then followed the laying of the corner stone by ex-Governor English. He prefaced the ceremony by a few congratulatory remarks. The stone is at the north-west corner of the building, and forms part of the first course of yellow sandstone, with which the building is to be trimmed. On the street side are cut the dates 1827-1871, the years in which the old and new buildings were commenced. During the ceremony everybody remarked upon the wonderful order preserved by the school children. They rose in their places, and though they were all eager to see, there was not the least stir of pushing and crowding, nor did they indeed, during the whole of the long exercises, show signs of uneasiness. When he had declared the stone true and well laid, ex-Governor English read an interesting historical account of the progress of free public schools in the city and State, and of the manner in which the first building came to be erected. We regret that want of space forbids our giving the whole of this interesting speech.

The Governor closed by saying: "In laying the foundation of this High School edifice, we not only recognize the important educational services done in the past, but proper assurance that there shall be no abatement of interest in the cause of education in the future. We erect a building here at a cost of over one hundred thousand dollars, wherein every cent of the expenditure is a voluntary tax-offering of our people. Under the same roof will come together boys and girls, representing almost every prominent shade of religion and

nationality, and while their minds will be imbued with the seeds of common culture, their hearts will ripen into such enduring friendships as no sectarian prejudice in after years will entirely efface, while the educational advantages here offered will be amply good enough for the rich, they will be none too good for the poor. It is this characteristic feature of our public schools which should make them the pride and boast of a republic like our own, one founded on the principle of individual equality, and recognizing merit as the only test of individual worth."

The Teutonia Maenner-Chor then sang again, after which Mr. John E. Lovell was introduced, and made a very appropriate speech, which was listened to with deep attention. Mr. Lovell's remarks showed that the frosts of age had not touched his kindly heart in the least, nor dimmed his faculty for saying just the right thing at the right time.

Hon. James F. Babcock was next introduced, and made an eloquent speech, short, and to the point. He alluded modestly to his great services in the school interests of New Haven, and to the difficulties attending himself and fellow laborers, when they, in the infancy of the system, laid hold to give New Haven an improved school system. Mr. Babcock's remarks were warmly received.

Upon his finishing, the children sang a hymn written for the occasion.

After this, prayer was offered by Rev. Dr. Bacon, and the doxology was sung. The vast crowd, which had waited patiently through all the afternoon, then dispersed, gratified that so important an undertaking should have been so favorably begun.

STATE TEACHERS' ASSOCIATION.

The Twenty-fifth Annual Meeting of the Connecticut State Teachers' Association, will be held at Norwich, October 19th and 20th, 1871.

PROGRAMME FOR THURSDAY, OCTOBER 19th.

7.00 P. M. Organization.

7.30 P. M. Address by Rev. A. A. MINER, D. D., President of Tuft's College, Massachusetts.

8.30 P. M. Reading by Prof. R. G. HIBBARD, of Wesleyan University.

FRIDAY, OCTOBER 20th.

9.00 A. M. "Elementary Instruction in Drawing," by Prof. LOUIS BAIL, of New Haven.

9.30 A. M. Discussion.

10.00 A. M. "The Word Method in Teaching Reading," by Miss BELLE A. STRICKLAND, of Springfield, Mass.

11.00 A. M. "Natural Science in Common Schools," by Prof. WILLIAM B. DWIGHT, of the State Normal School.

11.30 A. M. Discussion of some of the following subjects:

Natural Science in the School-room.

Language Lessons—their place in Common Schools.

The Normal School Question in Connecticut.

Chief Points to be attended to in a Primary School.

School Government.

Truancy in country towns.

12.00 M. Election of Officers.

2.00 P. M. "The Teachers' Preparation," by PARK HILL, of Bridgeport.

2.30 P. M. Exercise in Map Drawing, by Miss E. S. SMITH, of the State Normal School.

3.00 P. M. Primary Instruction in the Elements of Vocal Music, illustrated with a class of children, by Prof. B. JEPSON, of New Haven.

3.30 P. M. Discussion.

7.30 P. M. Addresses are expected from Gov. JEWELL, Senator BUCKINGHAM, and others.

8.30 P. M. Reading by Prof. R. G. HIBBARD.

In addition to the subjects given above, the following are suggested for discussion, should time permit:

1. Relation of Free Schools to the prosperity of the State.
2. Methods by which Teachers may awaken the interest and secure the cooperation of Parents.
3. Teachers' Examinations and Certificates.
4. The District System.
5. Prescription in Education.
6. Characteristics necessary for the successful Teacher.

Arrangements for FREE RETURN TICKETS to members paying the full fare one way, have been made with the following Railroads: Shore Line; New York & New Haven; New Haven, Hartford & Springfield; New Haven & Northampton; Naugatuck; Housatonic; Danbury & Norwalk; New London Northern; Air Line; Norwich & Worcester; New Haven, Derby & Ansonia; Connecticut Valley. The Hartford, Provident & Fishkill Railroad will sell a Round Trip Excursion Ticket from Hartford, at 30 per cent. discount.

Members of the Association will be accommodated at the Wauregan House for \$2.50, and at the American House for \$1.75 per day.

The Local Committee will be at the Wauregan House to meet lady teachers on their arrival, and assign them to places of gratuitous entertainment in private families. Teachers are requested to send their names, as early as practicable, to N. L. Bishop, Norwich.

School Officers and friends of education, as well as teachers, are cordially invited to be present and to participate in the exercises.

RALPH H. PARK, Secretary.
NEW HAVEN.

HENRY E. SAWYER, President.
MIDDLETOWN.

New Haven, Sept. 30, 1871.

TEXT-BOOKS.

Teachers and school officers, who are contemplating a change of text-books, should consult our advertising pages and read our "Book Notices."

The best publishing houses in the United States are represented in the JOURNAL. Those advertising in this number are, Ivison, Blakeman & Taylor, New York; E. H. Butler & Co., Philadelphia; Brewer & Tileston, Boston; Cowperthwait & Co., Philadelphia; G. & C. Merriam, Springfield, Mass.; Sower, Potts & Co., Philadelphia; R. S. Davis & Co., Boston; H. H. Peck, New Haven; Wilson, Hinkle & Co., Cincinnati; Thompson, Bigelow & Brown, Boston.

The Report of Proceedings of the National Educational Association, held at Cleveland last year, is reviewed in another place. See Book Notices. J. H. Holmes, the Publisher, has undertaken this work without any expectation of really realizing its cost, but with the hope, which has been shared by others, of elevating the character and extending the influence and usefulness of the National Educational Association. We think that the book will prove a valuable addition to educational literature and be of service to all professional educators.

ANNALS OF EDUCATION.

MERIDEN is just now agitated from center to suburb on the question, who is the ranking officer, the "destrict" committee or the School Visitor. It is only another case of the old and ever recurring antagonism between these important functionaries, and furnishes additional testimony in support of our charges, that the system of school supervision in Connecticut is very defective. It appears that the Board of School Visitors had declined to give Miss Libby a certificate to teach in the Center School District. The "destrict" committee, notwithstanding the decision, placed the lady in school, and she was paid by subscription. The school was thus nothing more than a private school. At the recent town meeting the committee came forward and asked the town to pay this \$150. After an animated discussion the resolution was passed. Thereupon six of the Board of School Visitors promptly resigned, thinking that the town esteemed them as an unnecessary appendage, and that district committees could just as well perform their work. The three new visitors just appointed are all that is left, and there not being a quorum they cannot organize. Similar foolish proceedings will continue to occur until the growing and really enterprising city of Meriden becomes one school district, under one Board of Education, who shall employ a competent and experienced man at a fair salary, to superintend the schools. Then, and not until then, will the schools of Meriden be run in a proper business way. The Report of the Acting School Visitor, (W. E. Benham), has just been published, in which the different schools are reviewed, and the customary statistics given. There is also appended a code of rules and list of text-books used.

GREENWICH.—The public school of this place is in a very unsettled state at present, on account of the Board of Examiners refusing to grant the new Principal, Mr. E. P. Rowell, a successful teacher of several years experience, the necessary certificate. It appears that the former Principal, who has also held the office of School Visitor and Examiner for the past year, and still retains the office, was notified by the district committee after the last annual school meeting, that his services as Principal were no longer required. The committee sought immediately for a competent teacher as his successor, and being satisfied with the credentials of Mr. Rowell, engaged him to take charge of the school. The Principal-elect applied to the School Visitors three times, twice in person and

once by letter, for an examination before opening school, and several times since, and was put off each time without a hearing. The committee, finally, demanded an examination. As was expected, the School Examiners refused the candidate a certificate, apparently on account of the personal feeling existing between the Ex-Principal and the committee, occasioned by the latter refusing to continue the former in charge of the school. We are glad to learn that Mr. Rowell has the support of an efficient corps of teachers and the sympathy of the community. It is a melancholy fact that the Connecticut School Law furnishes no appeal from the decision of the town examiners to the authority of the State Board of Education. A very proper question for the teachers of the state to discuss at the coming meeting of the State Association, and which we urge upon them, is the subject of State Certificates, to be issued by a competent board of State Examiners to teachers of experience and ability, such certificates to be valid in any part of the State. The dignity of our calling and the interests of the profession demand it.

HARTFORD.—The new school-house recently completed on Charter Oak Street, was dedicated on Wednesday evening, Sept. 6th. President Jackson and Prof. Huntington, of Trinity College, Prof. Childs, of the Theological Seminary, and others, addressed the meeting. The cost of the building, furniture, iron fence, etc., is \$47,100. The building is of brick, and has four stories, with French roof. The first and second stories are each divided into four school-rooms, the third into two rooms, with a fine hall for exhibitions, etc. The West Middle School District have held seven meetings within a few weeks past, to determine where they will locate their new school-house; but having been unable to obtain a two-thirds vote, as the law requires, in favor of any site, they have at length passed a resolution to call in the School Visitors of the adjoining town of Wethersfield to decide the matter. This is done in accordance with a law passed in 1868, to supersede section 87 of the School Laws.

S. M. CAPRON, Esq., returned from Europe on Monday, Sept. 4th, in time to resume his position as Principal of the Hartford High School, at the beginning of the term.

Prof. J. C. GREENOUGH, of the Westfield State Normal School, Mass., has recently been appointed Principal of the Rhode Island State Normal School. Salary \$3,000.

NORMAL SCHOOL.—There are at present 93 pupils registered. Prof. G. A. Walton is drilling the students in Arithmetic, and lecturing on methods of teaching this very important branch of study.

TERRYVILLE.—Mr. R. S. True, late Principal of the High School in this place, has resumed the study of medicine. We earnestly hope that he will be as successful in his medical profession as he has been in his teaching. His successor Mr. Lord, of the Normal School, is highly spoken of, and we doubt not is well fitted for the position.

SOUTHPORT.—Mr. E. P. Rowell has resigned the Principalship of the school in this place. He is succeeded by Mr. N. R. Hart.

WOODSTOCK ACADEMY.—The prospects for the Fall term are very encouraging, and a large number will be in attendance. Two Assistants have been obtained, Miss S. A. Palmer, daughter of Rev. Dr. Palmer, of Stonington, and

Miss A. S. Kenyon, of West Woodstock. Miss Palmer was educated at "Vassar" and has been very successful as a teacher in Pomfret and Woodstock. Both ladies are highly cultivated and accomplished.

Mr. RANDALL SPAULDING, a graduate of Yale in the class of '70, has, for the last year, had charge of the High School in Rockville, Conn., and has performed the duties of his position so satisfactorily to the people, that, in connection with his re-election his salary has been increased two hundred and fifty dollars. It is now seventeen hundred and fifty.

Miss KATE E. CHAPMAN, of the last graduating class of the State Normal School, at New Britain, Conn., has been appointed to take charge of one of the schools of Holyoke.

WALLINGFORD.—We have received a Report of the Acting School Visitor of this town, for the year ending Aug. 31, 1871. The typographical appearance of the Report is superior to any like Report that we have seen. If that is the way they do work at the Mt. Tom Printing House, in Wallingford, we cannot write a testimonial too flattering. The Report gives a detailed account of the schools, their progress, wants, etc., also containing the customary statistics. We think that Franklin Platt, the Acting School Visitor, must be an *active* School Visitor. We wish him much success in endeavoring to remedy the evils of truancy, absenteeism and dismissals. It can be done.

YALESVILLE.—The Higher Department of the school is under the instruction of Harrison Clark. Mr. Clark is an efficient and earnest teacher, and we hope to hear some time that he with his school is domiciled in better quarters. If the people of this district cannot get out of the muddle which they are in in regard to building a new school-house, the public money should be withheld until the majority learn that 60 seats are insufficient for 131 pupils, inasmuch as two bodies cannot occupy the same space at the same time.

E. H. COOK, A. M., formerly Principal of the Woodstock Academy, and one of the Board of Editors of the CONNECTICUT SCHOOL JOURNAL, has been inaugurated as Principal of the State Normal School, West Chester, Pa. He is assisted by a corps of eight instructors. The West Chester Normal School building is entirely new, 150 by 112 feet, four stories high, with a basement. It is furnished throughout in the best manner, with new furniture of the most approved patterns. We perceive that our friend Cook has assumed new and responsible duties, but we believe that he is amply qualified, both by education and experience, for the place. We are sorry to lose him from our ranks, but congratulate him on his promotion.

A CONGRESS of Austrian schoolmasters and schoolmistresses, consisting of about 2,000 persons, is now sitting at Linz, in Upper Austria. The governor of the province opened the congress with an address, in which he said that the government continued to be animated by a progressive spirit in educational matters, and that it would never permit any retrogression. This declaration produced a very depressing effect on the few members who belong to the clerical party. The first subject of discussion was religious education. Herr Hein, of Vienna, delivered an address, in which he argued that education in schools should be confined to the general principles of religion and morality, without touching upon dogmas or differences of creed. He concluded by proposing the

following resolutions, which were adopted by the congress: 1. The teaching of religion according to creed is opposed to the fundamental principle of popular education. 2. Religious teaching should develop as simply and spiritually as possible the knowledge of the original source of existence by means of science and history. 3. The teaching of morality should proceed by example as well as by precept. 4. It being admitted that the teaching of religion and morality is irrespective of creed, the necessity for an ecclesiastical teacher of religion in national schools disappears. The other speeches and resolutions were equally liberal in tone, and the congress is regarded as an event of no small importance.

NOTES ON NEW HAVEN SCHOOLS.

MORE NEW SCHOOL-HOUSES.—At the recent Annual Meeting of the New Haven City School District, two new primary school-houses were voted, for each of which \$25,000 was appropriated. One will be erected in Fair Haven, the other in the Washington district. Notwithstanding the addition of ten new school-rooms, during the year past, there are to-day more than three hundred children who are not provided with seats, in the district.

THE ANNUAL REPORT of the New Haven Schools is just issued. The Report of the Board treats of the subject of truancy at length. The Superintendent presents results of the year in the schools; and the appendix contains, besides the usual statistics, a revised form of the Manual of Rules and Regulations; also the course of study as prescribed for the schools.

BOOK NOTICES.

MONROE'S FIFTH READER. By LEWIS B. MUNROE. Published by COWPERTHWAIT & Co., Philadelphia.

Very many of our school books have been written by men who have more theory than they have had experience in teaching. Any one who knows what Prof. Munroe has done in the Boston schools as instructor in Physical and Vocal culture, would expect that a Reader prepared by him would embody the results of experience, and that the selections would be choice, appropriate and illustrative. We were not disappointed in the examination of this reader. He has omitted the usual theoretical treatise with set rules for reading. These things are of little practical value in the school-room. In the place of these he has given some most sensible advice in regard to "Position and Carriage of the body," "Development of the Chest," and "Right use of the Voice." The pieces for reading are among the choicest, and well selected for vocal drill and culture. The book is not lumbered with stereotype selections, but such as a progressive elocutionist would make use of in his daily work. There is no reading book in the market that has a better typographical appearance.

PARKER'S EXERCISES IN ENGLISH COMPOSITION. By R. G. PARKER. Published by R. S. DAVIS & Co., Boston.

Thought and expression are almost inseparable, and if we would teach the child to think we must also teach the appropriate expression. How to teach the proper use of the English Language to the children in our common schools is the question. We devote considerable space in this number of the JOURNAL to the discussion of this very subject. Teachers and pupils certainly need some guide in the study of written expression, in order that the work may be carried on systematically. This book is an excellent auxilliary. It was written by one of the Boston Masters, and has stood the test of time and experience. The latest edition has been carefully revised and fully adapted to the demands of the best modern methods of instruction. For terms, see advertisement of R. S. Davis & Co., in this number.

WORCESTER'S COMPREHENSIVE DICTIONARY. Published by BREWER & TILESTON, Boston.

The revised edition is much superior to former editions. It is of convenient size for the use of scholars in the public schools, and also for the office and counting room. Many of the words about which orthoepists differ in pronunciation are inclosed within brackets, and supported each by its proper authority. The Primary Dictionary, by the same publishers, is an abridgment of the Comprehensive. Although quite a small book, so carefully has it been compiled, that it contains nearly all the common and well authorized words in the language. For terms, see advertisement of Brewer & Tileston.

Addresses and Proceedings of the National Educational Associations, including The National Teachers' Association, American Normal School Association and The Central College Association. 240 pages, cloth, \$1.25. JAMES H. HOLMES, Publisher, Washington, D. C., 1871.

This volume, which we have just received from the publisher, is the first complete publication of the addresses, proceedings and discussions of the National Educational Association. It comprises addresses upon many subjects of living interest to educators, and discussions thereon, occurring through the seven days upon which the convention was held, between some of our ablest men in all departments of the educational field. An extended review of the book is not intended at present, but a few of the articles should receive especial mention. The paper of the United States Commissioner of Education, Hon. John Eaton, Jr., upon "The Relation of the National Government to Public Education," is an exhaustive consideration of the subject, and from a conservative stand-point, of what the National Government may and what it may not do for public education. The paper of Hon. Frederic A. Sawyer, United States Senator from South Carolina, upon "Free Common Schools—what they can do for a State," is an able review of the advantages of free schools to a community, and showing particularly their great need in the South. The preliminary report upon an "American University," by the Chairman of the Committee appointed to consider the subject, Dr. J. W. Hoyt, so well known as U. S. Commissioner to the Paris Exposition, is a paper of interest to every scholar. The "Report on a Course of Study for Normal Scholars," by Prof. W. F. Phelps, that upon the "Means of Providing the mass of Teachers with Professional Instruction," by Prof. S. H. White, and that of Miss Delia A. Lathrop, upon "Object Lessons. Their Value and Place," are full of suggestions of special value to educators. Any one of the twenty or more articles comprised in this volume is worth the price of the book, to say nothing of the discussions, which are of even greater interest than the papers themselves.

PERIODICALS.

THE NEW ENGLAND HOMESTEAD. Published weekly by HENRY M. BURT & Co., Springfield, Mass.

Perhaps we cannot properly estimate the merits of agricultural papers when placed in comparison, but we certainly can testify to what this one *is*. It is an eight-page paper, containing original and well selected articles concerning the farm, the orchard, the garden and the fireside; also the current news, both foreign and domestic. Not the least important feature of this publication is its Educational Department, under the very able editorial management of M. C. Stebbins, Principal of the Springfield High School. Altogether the New England Homestead is one of the best family papers published. Price \$2.50 per annum. We will furnish it and the SCHOOL JOURNAL to new subscribers for \$3.00.

THE COLLEGE COURANT

has "A Century of Chemistry and Medicine" in its recent issues, which is the subject of "a lecture introductory to the winter course of the Yale Medical Institute, Sept. 17, 1871, by B. Silliman, M. D., Prof. of Chemistry, etc." It presents a large amount of very interesting and valuable information, showing the intimate connection between chemistry and medicine and the remarkable progress of both. The number issued Sept. 30, contains a very sensible article on "Compulsory Education," by Prof. A. McMillan, which cannot fail to arrest the attention of readers, however cautious they may be lest any action on this subject may trench on the principles of a Republican Government. The College Courant gives, every week, an amount of instructive matter in original and selected articles not easily found elsewhere.

LOOMIS' MUSICAL AND MASONIC JOURNAL. Published by C. M. LOOMIS, New Haven.

The enterprising publisher has determined not to be outdone by other periodicals of the kind. The Journal has recently appeared in a new dress. The most noticeable improvement is in the title page, although not by any means the most important, for the editorial matter in both departments has been equally improved. The title cover page is beautiful in contrast with the former one. On the new one the emblems of Music and Masonry are artistically combined. The October number contains, *Riverside March*; *The Pride of Kildare*, a beautiful ballad, and other music. Teachers interested in obtaining new music for themselves or their schools, should subscribe for the Journal. The price is only \$1.00 per annum.

RECEIVED:

Triennial Catalogue of the Mystic Valley English and Classical Institute, Capt. John K. Bucklyn, A. M., Principal. The American Journal of Phonography for September. Eliza B. Burns, Editor. Wilson, Hinkle & Co's illustrated Descriptive Catalogue of School and College Text-Books. This is the most stylish and complete thing of the kind that has come to our table. This enterprising firm, determining to compete with the publishing houses of New York, have opened a branch office in that city, No. 28 Bond Street. Connecticut teachers are cordially invited to call upon or correspond with them.

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